



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

### Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

### About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

LA355

R4

SPEC.  
COLL.

Report on education in Pennsylvania  
1830.

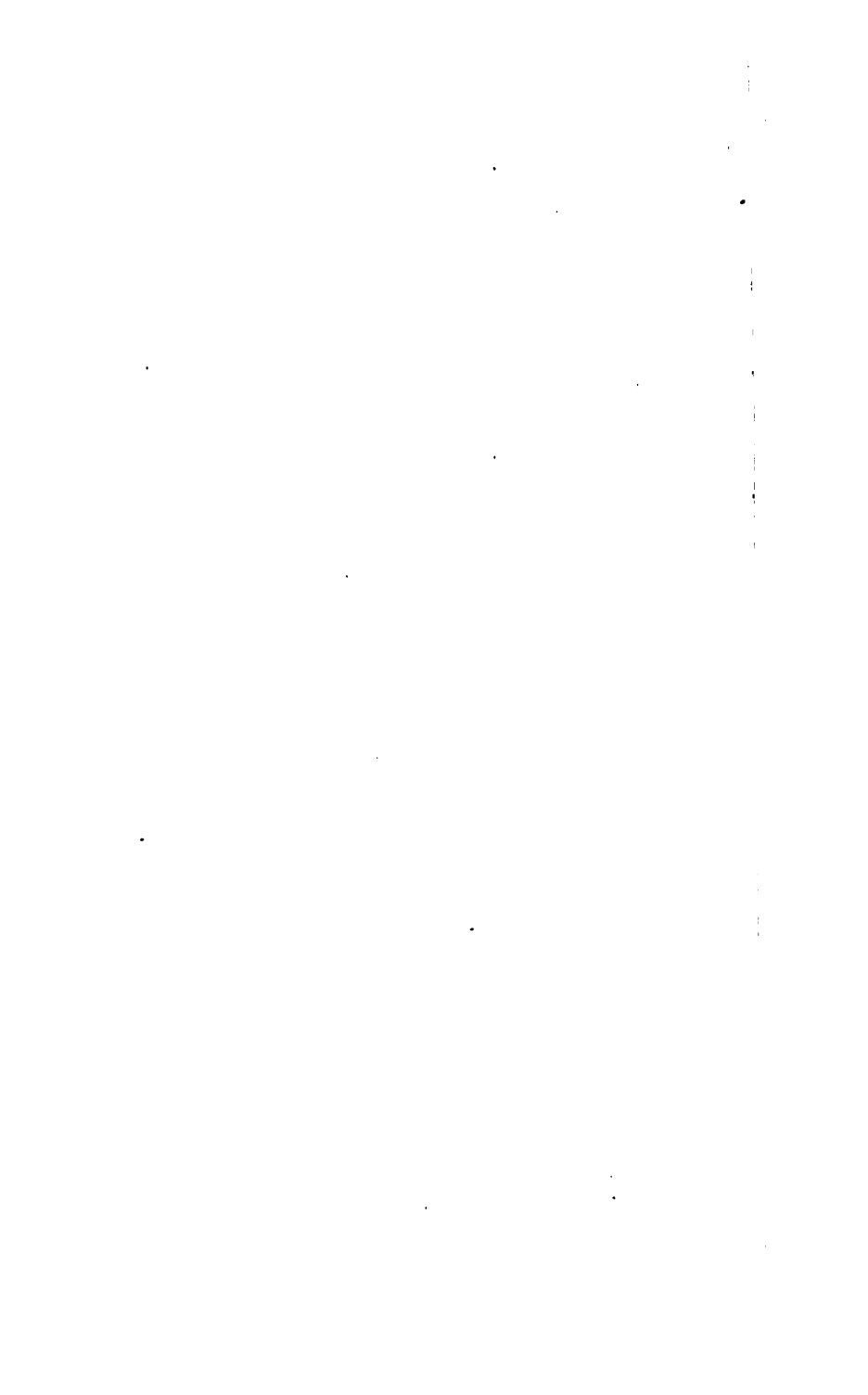
**HARVARD UNIVERSITY**



**LIBRARY OF THE  
GRADUATE SCHOOL  
OF EDUCATION**



3 2044 096 982 210



# STATE OF EDUCATION

IN

## PENNSYLVANIA

WITH AN ADDRESS BY THE PRESIDENT

OF

THE PENNSYLVANIA INSTITUTE

AND A REPORT ON THE

PROGRESS OF THE WORKING MAN AND OTHERS, THE

ALSO,

## AN ADDRESS

BY

THE PRESIDENT OF THE INSTITUTE

AND

## GENERAL EDUCATION,

DELIVERED AT THE PENNSYLVANIA INSTITUTE, FEBRUARY 23, 1890, AT THE REQUEST

OF THE TOWN MEETING

BY THE REV. ST. M. CHURCH

PRINTED BY

THE TOWN MEETING OF THE MEETING.

Printed by the Town Meeting, 6 Bank Alley.

1890.



*American Institute*  
**A REPORT** *No. 4*  
*from M. Carey*  
ON THE  
**STATE OF EDUCATION** *Apr 1835*

IN

**PENNSYLVANIA:**

COMPANIED WITH TWO BILLS FOR THE ESTABLISHMENT

OF

*A GENERAL SYSTEM OF PUBLIC INSTRUCTION;*

AND OTHER PROCEEDINGS,

adopted by a Town Meeting of Working Men and others, friendly to  
that Object: Held in the County Court House, Feb. 11, 1830.

ALSO,

**AN ADDRESS**

ON THE

MORAL AND POLITICAL IMPORTANCE

OF

**GENERAL EDUCATION.**

Delivered at the Franklin Institute, February 26, 1830, at the request  
of the Town Meeting,

**BY THE REV. M. M. CARL.**

——  
**PHILADELPHIA:**

**PUBLISHED BY ORDER OF THE MEETING.**

Gordon and Thompson, Printers, 6 Bank Alley.

**1830.**



**CIRCULAR ADDRESS**  
OF THE  
**COMMITTEE OF CORRESPONDENCE,**

Appointed at a Public Meeting, held at the Court-House in Philadelphia, on the 11th Feb. 1830, for promoting Public Education,

*To the Friends of a General System of Equal Public Education, in the State of Pennsylvania.*

*Fellow Citizens*—We respectfully solicit your active co-operation in carrying into effect the most important public measure that has presented itself since the achievement of our national independence and political freedom, *a general system of equal public education.*

From the rapid increase of population, and multiplied facilities of intercourse, the simplicity of manners that characterized the earlier citizens of Pennsylvania, is fast yielding to European customs, and our children are growing up unprovided with that mental cultivation which is so essential to the formation of a character to withstand the temptations to which they must be exposed, or counteract the machinations which the wily may invent for their circumvention. We have discarded the political errors of the old world,—let us also avoid its moral errors by adapting our popular education to our popular system of government.

While internal improvement, agriculture, manufactures, commerce, and arts, are making rapid and astonishing advances, it is more astonishing that mental improvement the most essential of all improvements, should be so little cherished by our legislative agents. Millions are freely yielded every year from the public treasury for roads, canals, penitentiaries, alms houses, houses of refuge, &c.,—all necessary perhaps;—but when education pleads for a share of all this profusion, she is turned off as an unwelcome intruder, with a trifle from the charity box.

In every point of view education presents irresistible claims to your attention and encouragement; whether in its relation to morality, political economy, or mental and civil liberty. The moralist may confide in its efficacy for the advancement of temperance, virtue, and moral improvement. The philosopher and patriot cannot expect the pleasure of seeing his country either fully enjoying or securely preserving the privileges of religious or political liberty, without general knowledge and intelligence.

Delay will multiply obstacles. Upon an average the number of children increases annually, faster than the means and resources for their education. If the present rising generation is rescued from ignorance and vice, without delay, knowledge and virtue with their natural attendants, prosperity and happiness, may be perpetuated from age to age, forever. The magnitude of the object now proposed, is worthy of a universal and simultaneous popular effort. Without such an effort, prompt and vigorous, the chance of success may be lost for ages.

Let us not be alarmed at the expense of it. Without intelligence wealth is often a curse instead of a blessing to the possessor. But the diffusion of knowledge, will ultimately save three or perhaps ten times as much as it costs, by its moral effect upon the habits and customs of society.

Let us recollect that contributions for the support of education, are not like paying taxes for the punishment of criminals, the effect of which is, first to endure the offence, and then to pay for the correction of the offender, but like good seed planted in a fertile soil, will return again and reward us with a ten-fold or a hundred-fold increase;—and it is believed that the system now proposed, will not be so expensive as the irregular plan heretofore pursued.

We earnestly request the farmers and mechanics throughout the State, together with all real patriots, of whatever party or sect, to unite and harmoniously co-operate, in establishing the system of education, embraced in the accompanying bills.

In addition to the motives of patriotism and benevolence, the wealthier classes of society are interested in a pecuniary point of view, in the universal, intellectual, and moral improvement of youth:—For, as ignorance, intemperance, and indolence, are the most common causes of poverty, *dimes, voluntarily* applied to the instruction of the rising generation, will *prevent* the *compulsory* expenditure of as many *dollars*, in partially relieving the miseries of pauperism. The plan may doubtless be improved in some particulars. We hope the wisdom of the State may be called into action and concentrated for this purpose.

We would particularly call the public attention to the investigation of the most eligible, just and satisfactory mode of providing funds.—This is the chief obstacle to be surmounted, and it is a question which may with great propriety be submitted to the people at large, for their decision. Amidst the diversity of interests and opinions, relating to this part of the subject under consideration, a spirit of patriotism and amicable compromise, will be indispensable.

We anticipate your unanimous approbation of the proposed plans for infant and district schools, and hope it will be no less so, of the schools of science, arts and industry combined;—one of which would be, as we believe, of very important benefit in every populous township in the State, not only as an asylum for poor orphans, but also as a means of teaching all our youth one of the most essential branches of education;—the habit of industry; and at the same time improving their health and physical powers, and qualifying them to support themselves after their education is finished.\* Such schools, not only for children, but for adults, are essential as mere objects of civil policy and political economy, for it is easier and cheaper to prevent poverty and crimes by instruction and employment, than to relieve and suppress them by charity and punishment.

*Prevention* is true wisdom,—it imparts a double blessing, and is an evidence of vigour and soundness in the commonwealth; whilst a reli-

---

\* These institutions would supply a resource of employment and support to many children and youths, whose parents have no business of their own to employ them upon;—and, perhaps at the same time, are unable to maintain them in idleness.

ance on punishment alone, is indicative of imbecile, short-sighted policy. This will be striking at the root, instead of lopping off the branches.

The people of Pennsylvania, speaking through their constitution, have instructed their legislators to "establish schools throughout the state," for forty years in vain. Let us now repeat our wishes by our votes in public meetings, and by memorials; and if these fail to produce a compliance, then let us select candidates for our representative agents, whose views are consonant to the general features of the bills proposed. This we imagine may be effected without any violation of party discipline, as our views are directed solely to the subject of public education, and this question we apprehend, is not one of party distinction.

Let us persevere with steady purpose, in our endeavours, until schools and libraries for imparting all useful and necessary instruction and knowledge, shall be universal, free, and accessible to all the people, without distinction of age or sex, rank or station, riches or poverty. Then, and not till then, can we challenge the invasions of the combined powers of aristocracy and tyranny upon our rights, and proclaim to the world that *the American Republic is safe*.

But we forbear to enlarge; for volumes might be written in favour of general instruction, and not a word in opposition to it; unless by an enemy to the general welfare. We invite your attention to the subsequent report which contains, as we believe, unanswerable arguments against the present public provision for elementary education, and in favour of a more liberal and efficient system.

Five thousand copies of the report, with the accompanying bills &c. have been ordered to be printed for gratuitous distribution. It is our earnest desire that as soon as it shall reach the friends of education in every part of the state, they will call public meetings, and cause it to be publicly read together with this address, and that the sentiments of the people may be expressed by discussion and by vote, respecting the whole, or any parts thereof.

We hope that committees will be appointed at these meetings for the purpose of collecting and disseminating information on the subject in view, of corresponding with each other, and with this committee, and preparing and procuring signatures to memorials.

Copies of this pamphlet may be obtained gratuitously of John Ashton, Jun. No. 216 Market Street, J. Torrey, Jun. No. 7, Philadelphia Arcade, or Germantown, Townsend Sharpless, No. 32, and Wm. Staveland, No. 99, South Second street, John C. Gossler, editor of the "Philadelphischer Correspondent," No. 142 North Third street, G. F. Buchhalter, No. 25, Franklin Place, John Grigg, No. 9, North Fourth street, Uriah Hunt, No. 147, Market street, and the members of the standing committee of publication, who are authorized to receive such donations, contributions and remittances as the friends and patrons of knowledge may be disposed to make towards the publication of another edition in both the German and English languages, which we consider essential to a successful result to our labours.

In behalf of the Committee of Correspondence,  
M. M. CARLL, *Chairman*.

JESSE TORREY, JUN. }  
JOSEPH R. CHANDLER, } *Corresponding Secretaries.*

# **PUBLIC EDUCATION.**

## *A System of Universal, Free, and Equal Public Education, submitted to the consideration of the People and Legislature of Pennsylvania.*

A public meeting of the friends of general and equal education, was held in the District Court room on the evenings of the 4, 8 and 11th Feb. ult. M. M. Carll in the chair, and Jn. Thompson and Wm. Heighton, secretaries. The proceedings of a joint committee appointed by the Working Men of the city and liberties of Philadelphia, consisting of a report, together with two public School bills, and other documents relating to public education were presented. After much deliberation and some amendments made, the proceedings of the joint committee were unanimously adopted, and a committee appointed with instructions to procure their publication.

In pursuance of these instructions a resolution has been adopted by the committee to lay the whole proceedings before the public in the order in which they were presented to the meeting.

It was also resolved, by the committee, that all editors of Journals, both in the German and English language, throughout the state, favourable to education, be respectfully requested to publish the same.

Signed, **JOHN MITCHELL**, Chairman.  
**WILLIAM HEIGHTON**, Secretary.

## **REPORT**

Of the Joint Committees of the City and County of Philadelphia, appointed September, 1829, to ascertain the state of public instruction in Pennsylvania, and to digest and propose such improvements in education as may be deemed essential to the intellectual and moral prosperity of the people.

It is now nearly five months since the committees were appointed to co-operate on this arduous duty. But the importance of the subject; the time expended in research and inquiry, in order to procure information relative to it; and the multiplied discussions and deliberations necessary to reconcile and correct their own different and some times conflicting views, will, they believe, constitute a reasonable apology for this long delay.

After devoting all the attention to the subject, and making every enquiry which their little leisure and ability would permit, they are forced into the conviction that there is great defect in the educational system of Pennsylvania; and that much remains to be accomplished before it will have reached that point of improvement which the resources of the state would justify, and which the intellectual condition of the people and the preservation of our republican institutions demand.

With the exception of this city and county, the city of Lancaster, and the city of Pittsburgh, erected into 'school districts' since 1818, it appears that the entire state is des-

titute of any provisions for public instruction, except those furnished by the enactment of 1809. This law requires the assessors of the several counties to ascertain and return the number of children whose parents are unable through poverty, to educate them; and such children are permitted to be instructed at the most convenient schools at the expense of their respective counties.

The provisions of this act, however, are incomplete and frequently inoperative.\* They are, in some instances but partially executed; in others, perverted and abused—and in many cases entirely and culpably neglected. The funds appropriated by the act, have, in some instances, been embezzled by fraudulent agents; and in others, partial returns of the children have been made, and some have been illegally and intentionally excluded from participating in the provisions of the law. From a parsimonious desire of saving the county funds, the cheapest, and consequently the most inefficient schools have been usually selected by the commissioners of the several counties.

The elementary schools throughout the state are irresponsible institutions, established by individuals, from mere motives of private speculation or gain, who are sometimes destitute of character, and frequently, of the requisite attainments and abilities. From the circumstance of the schools being the absolute property of individuals, no supervision or effectual control can be exercised over them; hence, ignorance, inattention, and even immorality prevail to a lamentable extent among their teachers.

In some districts, no schools whatever exist; no means whatever of acquiring education are resorted to; while ignorance and its natural consequences, vice and crime, are found to prevail in these neglected spots, to a greater extent than in other more favored portions of the state.

The three "school districts," however, which have been alluded to, are not liable to these objections. Much good in particular, has resulted from the establishment of the first of these, comprising this city and county, and which owes its establishment to the persevering efforts of a few individuals, who, in order to succeed, even so far, were compelled to combat the ignorance, the prejudices and the pecuniary interests of many active and hostile opponents.

But the principles on which these "school districts" are founded, are yet in the opinion of the committees, extremely

---

\* See the first Report of the State of Education in Pennsylvania, made to the Pennsylvania Society, for the promotion of Public Schools, 1828.

defective and inefficient. Their leading feature is pauperism! — They are confined exclusively, to the children of the *poor*, whilst there are perhaps, thousands of children whose parents are unable to afford for them, a good private education, yet whose standing, profession or connexions in society effectually exclude them from taking the benefit of a *poor law*. There are great numbers, even of the poorest parents, who hold a dependence on public bounty, to be incompatible with the rights and the liberties of an American citizen, and whose deep and cherished consciousness of *independence*, determines them rather to starve the intellect of their offspring, than submit to become the objects of public charity.

There are also, many poor families, who are totally unable to maintain and clothe their children, while at the schools; and who are compelled to place them, *at a very early age*, at some kind of labor that may assist in supporting them, or to bind them out as apprentices to relieve themselves entirely of the burden of their maintenance and education, whilst the practice formerly universal, of schooling apprentices, has, of late years, greatly diminished and is still diminishing.

Another radical and glaring defect in the existing public school system, is the very limited amount of instruction it affords, even to the comparatively small number of youth, who enjoy its benefits. It extends, in no case, further than to a tolerable proficiency in reading, writing and arithmetic, and sometimes to a slight acquaintance with Geography. Besides these, the girls are taught a few simple branches of industry. A great proportion of scholars, however, from the causes already enumerated, acquire but a very slight and partial knowledge of these branches.

The present public school system, limited as it is to three solitary school districts, makes no provision for the care and instruction of children under five years old. This class of children is numerous, especially among the poor, and it frequently happens that the parents, or *parent*, (perhaps a widow) whose only resource for a livelihood is her needle or her wash tub, is compelled to keep her elder children from the school to take charge of the younger ones, while her own hands are industriously employed in procuring a subsistence for them. Such instances are far from being rare, and form a very prominent and lamentable drawback on the utility of the schools in these districts. The care thus bestowed on infants, is insufficient and very partial. They are frequently exposed to the most pernicious influences and impressions. The seeds of vice, thus early scattered over the infant soil, are too often permitted to ripen, as life advances, till they fill society with

violence and outrage, and yield an abundant harvest for Magdalens and Penitentiaries.

An opinion is entertained by many good and wise persons, and supported to a considerable extent, by actual experiment, that proper schools for supplying a judicious infant training, would effectually prevent much of that vicious depravity of character which penal codes and punishments are vainly intended to counteract. Such schools would at least, relieve, in a great measure, many indigent parents, from the care of children, which, in many cases occupies as much of their time as would be necessary to earn the children a subsistence.— They would also, afford many youth an opportunity of participating in the benefits of the public schools, who otherwise must, of necessity, be detained from them.

From this view of the state of public instruction in Pennsylvania, it is manifest that, even in "*the school districts*," to say nothing of the remainder of the State, a very large proportion of youth are either partially or entirely destitute of education.

It is true, the State is not without its colleges and universities, several of which, have been fostered with liberal supplies from the public purse. Let it be observed, however, that the funds so applied, have been appropriated exclusively for the benefit of the wealthy, who are thereby enabled to procure a liberal education for their children, upon *lower terms* than it could otherwise be afforded them. Funds thus expended, may serve to engender an aristocracy of talent, and place knowledge, the chief element of power, in the hands of the privileged *few*; but can never secure the common prosperity of a nation nor confer *intellectual* as well as political equality on the people.

The original element of *despotism* is a MONOPOLY of TALENT, which consigns the multitude to comparative ignorance, and secures the balance of knowledge on the side of the rich and the rulers. If then the healthy existence of a free government be, as the committees believe, rooted in the WILL of the American people, it follows as a necessary consequence, of a government based upon that *will*, that this monopoly should be broken up, and that the means of equal knowledge, (the only security for equal liberty) should be rendered, by legal provision, the common property of all classes.

In a Republic, the people constitute the government, and by wielding its powers in accordance with the dictates, either of their intelligence or their ignorance; of their judgment or their caprices, are the makers and rulers of their own good or evil destiny. They frame the laws and create the institutions, that promote their happiness or produce their destruction.—

If they be wise and intelligent, no laws but what are just and equal, will receive their approbation, or be sustained by their suffrages. If they be ignorant and capricious, they will be deceived by mistaken or designing rulers, into the support of laws that are unequal and unjust.

It appears, therefore, to the committees that there can be no real liberty without a wide diffusion of intelligence; that the members of a Republic, should all be alike instructed in the nature and character of their equal rights and duties, as human beings, and as citizens; and that education, instead of being limited as in our public poor schools, to a simple acquaintance with words and cyphers, should tend, as far as possible, to the production of a just disposition, virtuous habits and a rational, self-governing character.

When the committees contemplate their own condition and that of the great mass of their fellow laborers; when they look around on the glaring inequality of society, they are constrained to believe that until the means of equal instruction shall be equally secured to all, liberty is but an unmeaning word, and equality an empty shadow, whose substance to be realized must first be planted by an equal education and proper training, in the minds, in the habits, in the manners and in the feelings of the community.

Whilst, however, the committees believe it their duty to exhibit, fully and openly, the main features and principles of a system of education which can alone comport with the spirit of American Liberty, and the equal prosperity and happiness of the people; they are not prepared to assert, that the establishment of such a system in its fulness and purity, throughout the State, is by any means attainable at a single step.—Whilst they maintain that each human being has an equal right to a full development of all his powers, moral, physical and intellectual; that the common good of society can never be promoted in its fulness till all shall be equally secured and protected in the enjoyment of this right, and that it is the first great duty of the State, to secure the same to all its members; yet, such is now the degraded state of education in Pennsylvania, compared with what, in the opinion of the committees, education for a free people should be, that they despair of so great a change as must be involved in passing from one to the other, being accomplished suddenly throughout the State. No new system of education could probably be devised with consequences so manifestly beneficial, as to awaken at once in the public mind, a general conviction and concurrence in the necessity of its universal adoption.

The committees are aware, also, that it is their duty to consult the views, the feelings and the prejudices, not of a single



district or county, merely, but of the state in general. The measure which it is their business to propose, is one designed to be of universal extent and influence and must, to be successful, be based upon the manifest wishes of nearly the whole commonwealth. It is not, therefore, to what would constitute a perfect education only, but also, to what may be rendered practicable—it is not with a view exclusively, to the kind of education every child of Pennsylvania *ought to have*, but likewise to what it is possible, under existing circumstances, views and prejudices, every child of Pennsylvania *may* and *can* have, that they have drawn up a bill or outline of what they deem a system of public education, adapted to the present condition and necessities of the state in general.

The principal points in which the bill for establishing common schools, accompanying this report, differs from the existing system of free schools, are as follows:—

1st, Its provisions, instead of being limited to three single districts, are designed to extend throughout the commonwealth. 2nd, It places the managers of the public schools, immediately under the control and suffrage of the people.— 3rd, Its benefits and privileges will not, as at present, be limited as an act of charity to the poor alone, but will extend equally, and of right to all classes, and be supported at the expense of all. 4th, It lays a foundation for infantile, as well as juvenile instruction. And lastly, it leaves the door open to every possible improvement which human benevolence and ingenuity may be able to introduce.

Whilst, however, the committees would urge the establishment of common elementary schools throughout the State, as comprising, perhaps, the best general system of education which is at present attainable, it is but just to exhibit also, some of the defects as well as advantages of such schools; and to suggest such further measures as appear calculated to obviate those defects.

The instruction afforded by common schools, such as are contemplated in the bill for a general system of education, being only *elementary*, must of necessity, produce but a very limited developement of the human faculties. It would indeed diminish, but could not destroy the present injurious monopoly of talent. While the higher branches of literature and science remain accessible only to the children of the wealthy, there must still be a balance of knowledge, and with it a “balance of power” in the hands of the privileged few, the rich and the rulers.

Another radical defect in the best system of common schools yet established, will be found in its not being adapted to meet the wants and necessities of those who stand most in

need of it. Very many of the poorest parents are totally unable to clothe and maintain their children while at school, and are compelled to employ their time, while yet very young, in aiding to procure a subsistence. In the city of New York, a much more efficient system of education exists than in this city, and common schools have there been in successful operation for the last ten or twelve years; yet there are at the present time, upwards of 24,000 children between the ages of 5 and 15 years, who attend no schools whatever, and this apparently criminal neglect of attending the schools, is traced, chiefly to the circumstance just mentioned. It is evidently therefore, of no avail, how free the schools may be, while those children who stand most in need of them, are through the necessity of their parents, either retained from them altogether, or withdrawn at an improper age, to assist in procuring a subsistence.

The Constitution of this State, declares that "the Legislature shall provide schools in which the poor may be taught gratis." If this signifies that the poor *shall have an opportunity* afforded for instruction, it must involve MEANS equal to the end. The poverty of the poor must be no obstruction, otherwise the Constitution is a dead letter—nay, worse, an insult on their unfortunate condition and feelings.

The committees therefore, believe, that one school, at least, should be established in each county, in which some principle should be adopted, calculated, to obviate the defects that have been alluded to, and by which the children of all who desire it, may be enabled to acquire, at their own expense, a liberal and scientific education. They are of opinion that a principle fully calculated to secure this object, will be found in a union of agricultural and mechanical, with literary and scientific instruction; and they have therefore, in addition to a plan of common elementary schools, drawn up and appended to this report, the substance of a bill providing for the establishment of High schools, or model schools, based upon this principle, which they also present for public deliberation.

Believing, as the committees do, that upon an equal education and proper training to industry, sobriety and virtue, hang the liberties and prosperity of the new world, and perhaps, the ultimate emancipation of the old; and believing, as they do, that the union of industry with literature and science constitutes the only desideratum by which an equal education can be supplied and secured to all classes, they experience the most sincere pleasure in discovering that this good and great principle is gaining in popularity and dominion throughout the world. Not only are institutions of this kind established in France, Prussia, Germany and Great Britain, in imi-

tation of the original Hofwyl institutions in Switzerland, but in the United States, also, there are several. At Whitesborough, N. Y. there is one with from 30 to 40 pupils; at Princeton, Ky. another containing 80; a third exists at Andover, Mass. that accomodates 60 pupils; a fourth at Maysville, Tenn.; and a fifth has recently been established at Germantown, in this county. At Monmouth, N. J. and at Cincinnati, Ohio, very extensive educational establishments, based upon this principle, have been or are about commencing.

The Germantown establishment had been commenced only seven months when its first report was made, in November last. The pupils are instructed in literature, the sciences, languages, morals and manual labor. The latter consists of agriculture, gardening, and some mechanic arts. They are permitted to labor little or much, as their dispositions may incline them or their necessities dictate. The institution, at its commencement, on the 1st of May 1829, had but four pupils—at the date of the report it had 25. By an estimate made by the board of managers, as early as July last, it appeared that the balances against several of them for board and tuition, were but very small, and that some of them, by their labor, had almost cleared their expenses. They generally work from two to five hours per day.

The first institution in which manual labor appears to have been combined with literature and science, was established many years since by Fellenburg, at Hofwyl, in the Canton of Bern, Switzerland.

The pupils of this institution, in addition to a common or elementary education, were instructed in almost every branch of literature and science. They were taught agriculture, gardening and mechanic arts, and their choice of the latter was greatly facilitated by the numerous workshops on the premises. The elements of drawing, surveying and geometry, botany, mineralogy, music and athletic exercises formed a part of their amusements.

Hofwyl was an independent, self-governing community, regulated by a constitution and by-laws formed by the pupils themselves. It had its code of laws; its council of legislation; its representatives; its civil officers; its public treasury. It had its annual elections, at which each member had an equal vote; its labors and duties in which all took an equal share. It proposed, debated, and enacted its own laws independent even of Fellenburg himself; and never, writes one of the pupils, after he left it, "never perhaps were laws framed with a more single eye to the public good, nor more strictly obeyed by those who framed them."

The same writer considers this circumstance of forming

the school into an independent juvenile republic, as the great lever that raised the moral and social character of the Hofwyl establishment to the height it ultimately attained. It gave birth, he says, to public spirit and to social virtues. It awakened in the young republican an interest in the public welfare and a zeal for the public good, which might in vain be sought in older but not wiser communities.

Professor Griscom of New York, who while in Europe in 1818-19, visited Hofwyl, observes, that "the principles on which it is conducted, appear calculated to afford the very best kind of education which it is possible to supply, whatever situation the pupil may be destined to fill in after life.— But its greatest recommendation is in the moral charm which it diffuses throughout all its operations. Scholars thus educated must become not only more intelligent men and better philosophers, but also more dignified members of society. I cannot," he further remarks, "but indulge a hope that this scheme of education, combining agricultural and mechanical with literary and scientific instruction, will be speedily and extensively adopted in the United States."

This institution ranked among its pupils children from almost every country in Europe. It had dukes and princes, some of them related to crowned heads, and children whose parents could not afford to pay for their education, yet all were on a perfect equality. There existed not the smallest distinction between princes and nobles on the one hand, and the objects of Fellenburg's charity on the other, save that in general the latter advanced more rapidly in their studies than the former, and became the best men and the greatest scholars.

The committees, however, are by no means disposed to urge the Fellenburg system as a model of educational perfection. Doubtless, like all human institutions, it is susceptible of still higher improvements; and such indeed appears to be the opinion of individuals intimately acquainted with the detail of its operations. But to the committees it does appear that the principle which forms the basis of this system—the union of agricultural and mechanical with literary and scientific instruction, is peculiarly adapted to the condition and necessities of the American people, and perfectly consistent with the nature and character of our free institutions.

*Its principal features are essentially republican.* Its adoption and gradual extension in each county throughout the state would, in time, remove every obstacle to education arising from poverty, and open the door of improvement equally wide to the children of all ranks and classes.

It would afford such an equal training and enlarged development of the physical, intellectual and moral energies of

the rising generations, as would secure forever their *real* liberties and equal prosperity and happiness.

It would almost, if not ultimately, altogether relieve the whole community, rich and poor, who should think proper to partake of its benefits, from the burden and expense of maintaining and educating their children, by enabling the children, through their own industry, when at a proper age, to maintain and educate themselves.

To the children of those isolated yet numerous families who reside in thinly populated sections of the state, it would afford an easy and certain acquisition of morals, intelligence and *trades*, which they can never acquire by any other means.

There is yet one point in which the committees believe that the gradual extention and ultimate universal adoption of this system of education would produce a benefit, the value of which no human calculation can ascertain. It is but too well known that the growing effects of *INTEMPERANCE*, that assassinator of private peace and public virtue, are in this country terrific: and that this fearful pestilence, unless checked in its career by some more efficient remedy than has yet been resorted to, threatens to annihilate, not only the domestic peace and prosperity of individuals, but also the moral order and political liberties of the nation. No people can long enjoy liberty who resign themselves to the slavery of this tyrant vice. Yet does it appear to the committees, that all efforts to root this moral poison from the constitution of society will prove futile until the trial shall be made upon our youth. When we behold the hundreds, perhaps thousands of youth who, between the ages of fourteen and twenty-one are daily and nightly seduced around or into the innumerable dens of vice, licensed and unlicensed, which throng our towns and villages, we are constrained to believe that in many, if not in most cases the unconquerable habit that destroys the morals, ruins the constitution, sacrifices the character and at last murders both soul and body of its victim, is first acquired, during the thoughtless period of juvenile existence. This plan of education, however, by its almost entire occupation of the time of the pupils, either in labour, study or recreation; by the superior facilities it affords for engrossing their entire attention, and by its capability of embracing the whole juvenile population, furnishes, we believe, the only rational hope of ultimately averting the ruin which is threatened by this extensive vice.

The committee are aware that any plan of common and more particularly of equal education that may be offered to the public is likely to meet with more than an ordinary share of opposition. It is to be expected that political demagoguism, professional monopoly, and monied influence, will con-

spire as hitherto (with solitary exceptions more or less numerous) they ever have conspired, against every thing that has promised to be an equal benefit to the whole population.— Nevertheless, the appearances, that something will now be done for the intellectual as well as every thing for the physical improvement of the state, are certainly very promising.— The public mind is awake and favorably excited, whilst the press also is somewhat active on this subject. Our present legislature and chief magistrate appear likewise earnestly desirous of producing a reform in the system of public education, and we believe they are waiting only for the public sentiment to decide on the principles and character of that reform.

When this decision shall be fully made and openly and firmly supported by the public voice, we doubt not but our representatives will cheerfully give their legislative sanction to those measures of educational reform which shall appear manifestly based upon the will of the people.

### A BILL

For the establishment of Public Schools throughout the State of Pennsylvania.

### PREAMBLE.

Whereas, knowledge is indispensable to the support of republican and free institutions, and to the moral improvement and happiness of the people. And, whereas, the information necessary for securing these important objects is *not* possessed by the mass of the inhabitants of this Commonwealth. And, whereas, the Constitution of this State has made provision for remedying this evil, by enjoining that “the legislature shall, as soon as conveniently may be, provide by law, for the establishment of schools throughout the state, in such manner that the poor may be taught *gratis*,” And, whereas, the Governor of this Commonwealth, has recently pressed this important subject upon the attention of the other branches of the government, in a manner worthy of the chief magistrate of a free State.— And whereas, the period is now arrived when the public sentiment, as manifested through the press, is in favour of a system of general education, by the establishment of public schools throughout the State. Therefore,—

Be it enacted by the Senate and House of Representatives of the State of Pennsylvania, in General Assembly met. that each County shall form one School District, which shall be divided into sub-districts, each of which shall contain one public school.

# CHAPTER I.—*Duty of the County Commissioners.*

SECTION 1st.—The Commissioners in each County shall make, or cause to be made, a survey of each of their respective Counties, and shall define the limits of each sub-district, in such manner as shall be convenient for the establishment of one public school; and number the same; and for providing and securing equal accommodation to all the children of each sub-district.

SECT. 2nd.—When the population of any sub-district, or of two or more adjoining ones, shall have so increased as to require the erection of an additional School, the Commissioners of the County, on receiving notice thereof from the Trustees of such sub-district, or from any other person duly authorised by a public meeting of the taxable inhabitants, shall define the limits of a new sub-district, which shall possess all the powers and privileges given by this Bill to any other.

## CHAPTER II.—*Public Meetings: When held.*

The inhabitants of each sub-district who are qualified to vote, shall assemble together on the            day of           , at one o'clock on the afternoon, at such place as the County Commissioners shall appoint, and shall forthwith proceed to fix and determine the scite on which the School House shall be erected; after which they shall elect a Board of Managers for the ensuing year; which Board shall consist of three Trustees, two Inspectors, one Treasurer, and one Secretary or Clerk. But no citizen shall be eligible to office who shall have any child or children under 14 years of age at any private School.

SECT. II.—They shall also on the same day and hour in every succeeding year, meet in their respective School Houses, for the purpose of electing another Board, and for receiving the Annual Report. Also at all other times, when they shall be specially invited so to do by proper authority.

## CHAPTER III.—*The Trustees. Their powers and duties.*

It shall be the duty of the Trustees of each sub-district first appointed, to provide materials for the School House, to engage all the hands necessary for building and finishing the same, to procure the fixtures of the Schools with such other articles as may be necessary for the instruction of the pupils, and shall be authorised to draw upon the County Treasurer for            dollars to defray all the expenses thereby incurred.

SECT. II.—It shall also be the duty of all succeeding Trustees, as well as of those first appointed, to provide the necessary fuel for the Schools, with books, stationary, and whatever else may be deemed requisite by a majority of the Board.

**SECT. 3rd.**—They shall also appoint suitable and well qualified Teachers, receive all children who may apply to the School, take and hold all legacies, bequests and donations, and shall invest them in the public or other secure funds, for the use and sole benefit of the Schools.

**SECT. 4th.**—They shall annually provide regular and full returns of the names of all children within their respective Districts, from five to sixteen years of age, all of whom shall have the right of admission into the Schools. They shall also require from the Teacher or Teachers a regular Monthly Report of all those of said age who have been absent during the preceding month, and also the reason, when practicable, for such absence.

**SECT. 5th.**—It shall likewise be their special duty to make such necessary provision and arrangements for, and to exercise such care and attention towards all orphans and destitute children within their respective Districts, as shall secure for them a regular attendance at the Schools, in pursuance of the true intent and meaning of the 7th article of the Constitution.

**SECT. 6th.**—Finally, they shall call special meetings of all the taxable inhabitants within their respective sub-districts whenever two of them or five of the taxable citizens thereof shall think necessary; which meeting, after being duly called, shall be held in the sub-district School.

#### **CHAPTER IV.—*The Inspectors: Their Duties.***

It shall be the duty of the Inspectors in each sub-district to visit the School once, at least, in every three months; to see that the Scholars are provided with every thing necessary for their improvement; to inspect well into the progress they may make; carefully to examine into the manner in which the Teacher may perform his duty; and to do all other things which may demand their special attention, and to report accordingly to the Board, at a special meeting of the same, whenever it may be necessary.

#### **CHAPTER V.—*Treasurer: His Duties.***

The Treasurer shall receive all monies, in whatever way supplied, for the use of the School, for which he shall give reasonable freehold security to the Trustees. He shall also pay all orders upon him given by the Trustees, and countersigned by the Secretary. At the expiration of his office, he shall pay to his successor the balance of any money which may remain in his hands.

#### **CHAPTER VI.—*The Secretary: His Duties.***

**SECT. 1st.**—It shall be the duty of the Secretary to keep an account of all children in the sub-district who are of a proper age to attend the School, distinguishing those who attend in each month, from those who do not, with the reasons, for



such neglect; the time during which the School shall be kept open; with an account of all receipts and expenditures,—all of which he shall faithfully report at the annual meeting.

SECT. 2nd.—He shall attend all the meetings of the Board; keep all papers and documents belonging to the same; prepare under the direction of the Board, all their estimates and other proceedings, and record them in a book provided for the purpose, which book shall at all times be opened to the inspection of the whole Board.

SECT. 3rd.—He shall, by order of the Trustees, give notice in writing of the time for special meetings, to each taxable inhabitant within the sub-district,      days at least before such meeting shall be held; and of all other meetings, he shall give at least,      days notice.

#### CHAPTER VII.—*Superintendent: His Duties.*

SECT. 1st.—The Secretary of State for the time being shall be the superintendant of all the District Schools within this Commonwealth.—It shall be his duty to submit to the legislature an Annual Report of the number and condition of all such Schools within the State; the number of children taught therein; also the number of months each School has been open during the year, with the expenditure of the same; and, in fine, all such matters relating to his office as may tend to the better organization and improvement of the School.

SECT. 2nd.—He shall prepare suitable blank forms, with the necessary instructions, for making all sub-district Reports, and for conducting the necessary proceedings under his jurisdiction; and he shall cause the same, together with all such information as he may deem necessary for the further improvement of the Schools to be transmitted to the several Boards of Instruction.

SECT. 3rd.—He shall sign all orders on the State Treasury for the payment of monies into the County School Funds; but no such order shall be drawn until the County Treasurer shall have furnished him with a certificate of the amount of School Tax, then in the County Treasury.

#### CHAPTER VIII.—*Board of Managers.*

SECT. 1st.—Every candidate for the office of Teacher or School Master, shall undergo an examination by the Board, and shall be accepted or rejected as the majority of the Board may decide: And if the Board shall at any time have just reason to be dissatisfied with the conduct of the Teacher, he shall be admonished, suspended or discharged, as a majority of the Board may think proper.

SECT. 2nd.—The Board shall sign the Annual Report, previous to its being transmitted to the superintendant, and

shall cause it to be published three times at least in one or more of the county papers.

SECT. 3rd.—The Board shall institute a public examination and exhibition of the Schools, once in every year, the result of which shall be specially noticed in the Annual Report.

SECT. 4th.—The Board shall have power, to call special meetings of the people, whenever necessary, due notice being given by the Secretary.

SECT. 5th.—All matters in dispute relative to the business of the Schools, not embraced in the provisions of this bill, shall be determined and finally settled by a majority of the Board.

SECTION 6th.—The Board of Managers for the time being shall possess, *ex-officio* such legal powers as shall enable them to protect all the just interests, pecuniary or otherwise, belonging to each District School. They shall also have legal authority to take and hold ground, and the buildings necessary for conducting the Schools, when erected, with the fixtures and whatever else may belong thereunto.

SECT. 7th.—The Board shall also have power to take and hold devises, legacies, bequests, and donations of real and personal property, for the sole use and benefit of the Sub-District Schools. Provided that each sub-district possess no other power or franchise.

#### CHAPTER IX.—*Joint County Meeting of the Board of Managers.*

SECT. 1st.—On the day of every year, the Managers of each sub-district in every County, shall hold a joint meeting at the County Court House, and shall have power, whenever it may be deemed expedient, to open and furnish apartments in each sub-district, for the proper accommodation and instruction of all children from two to five years old; and for that purpose shall procure a full return of all such children within their respective sub-districts.

SECT. 2nd.—Should the funds furnished by the provisions of Chapter 12th of this Bill, be found sufficient to keep the Schools open only a part of the year, they shall have power, in joint meeting assembled, to vote such sum from the county treasury as may be necessary to keep them open during the remainder of the year, or any part thereof.

SECT. 3rd.—Each sub-district within the County shall be entitled to a share of the said sum, in proportion to the number of children within it.

#### CHAPTER X.—*Time of opening the Schools.*

Every sub-district School, within twelve months from the time of passing this Bill, shall be open for the reception of all children who are of proper age within the sub-district, and

such children shall be instructed according to the true intent and meaning of this Bill,      months at least in every year.

**CHAPTER XI.—*Plan of Public Instruction.***

The plan of Education to be adopted in any sub-district School, shall not be limited by law, but shall be open to the introduction of any arrangement, modification or improvement which a majority of the taxable inhabitants in the sub-district may at any time agree upon. It shall, however be the duty of the Board of Managers to afford to every child who may apply for it, the means, at least, of being well instructed in one language, and being taught to write and cipher so as to be able to conduct the common business of life.

**CHAPTER XII.—*School Funds.***

The Assessors of each County shall levy annually a distinct Tax, to be called a "School Tax," of fifty cents on every taxable inhabitant within the County; and at any time after the said School Tax has been collected and deposited in the County Treasury, the County Commissioners shall be authorised to draw upon the State Treasury, for a sum equal to the amount of the said School Tax. These shall constitute a joint fund, from which every sub-district School in the County shall be entitled to a share proportioned to the number of children in each, between the age of five and fifteen years.

**CHAPTER XIII.—*District Defaulters.***

If the Board of Managers of any of the sub-districts shall refuse to provide a School House, and do all other things required by the provisions of this Bill, then all the appropriations made for the use of such District, from whatever source they may arise, shall be equally divided among all the other sub-districts in the same County.

**SUBSTANCE OF A BILL**

*To establish High Schools throughout the State of Pennsylvania.*

**PREAMBLE.**

Whereas—Ignorance is favourable to the growth of prejudice and error; of personal vices and public injustice; and is calculated to promote the designs of those who would subvert the people's liberties. Whereas—to be prosperous and happy, a nation must be wise and virtuous; and to be wise and virtuous it must be intelligent. Whereas—the experience of ages proves that "equal liberty" is *not* compatible with *un*-equal information, and the experience of these United States proves that while all may be equally free lawfully, to pursue happiness, yet all cannot possess equal opportunities and means of pursuing it, while many are subject to con-

stant impositions through ignorance, and a few only are enabled to acquire superior information. That therefore, the enjoyment of equal rights and liberties is only attainable by a people who possess *equal means* of Education. Whereas— notwithstanding a system of common elementary schools is vastly preferable to a total destitution of instruction, yet, such schools are insufficient to the *Universal and Equal* Education of the youth of this state;—1st, because many of the poor are unable to spare the time and labour of their children, or to maintain them while at school;—and, 2nd, because elementary instruction is in its nature too limited to produce an equal development of the human faculties, while a *few* are privileged to acquire more perfect knowledge. And, whereas—a principle calculated to enable the poorest to secure for themselves a liberal and scientific Education (at their own expense if necessary,) appears fully attainable in a union of agricultural and mechanical with literary and scientific instruction, therefore be it further enacted, &c.

That one or more High Schools, based upon the said principle, combining manual labour with literature and science, be established and conducted as hereinafter provided, in each county within this Commonwealth, in which the same shall be required by the votes of a majority of the taxable inhabitants.

SECT. 1.—The votes of the inhabitants of each county legally entitled to vote, shall be taken on the establishment of a High School on the second Tuesday of October in every year until a majority of the said votes shall be found favourable.

SECT. 2.—In every county requiring as above, the establishment of one or more High Schools, the citizens shall elect for each school a Board, consisting of — number of school directors, whose duties shall be as follow:

SECT. 3.—They shall procure, in a convenient situation at least sufficient land to supply the materials, as far as practicable, of food and clothing, for all the inmates of the institutions. They shall also provide thereon, and furnish buildings, suitable for the healthy and comfortable accommodation of the pupils.

SECT. 4.—They shall also procure thereon all such buildings, tools, implements, and apparatus as may be necessary to carry into execution a plan of Education, combining agricultural and mechanical with literary and scientific instruction.

SECT. 5.—They shall employ, in such order as may be deemed expedient and necessary, teachers in the various branches of literature, science, and industry, giving a prefer-

ence to the elder pupils whenever it may be deemed expedient.

SECT. 6.—They shall employ a superintendent of the male and a superintendent of the female department, with such other assistants as may be deemed necessary. They shall also have power to fix the salaries or compensation of all persons employed in the institution.

SECT. 7.—It shall be their duty to collect all possible information respecting those institutions which at any time have or may combine productive industry with Education, and to make such an application of the same as will effect the design of giving to each pupil the best literary and scientific instruction, together with a general knowledge of agriculture, and of one or more mechanic arts.

SECT. 8.—They shall establish such rules and regulations respecting the education, training, employment, and good order of the pupils as may be deemed expedient; and they shall also transact all such other business as may be necessary to carry the provisions of this act into full and successful operation.

SECT. 9.—They shall make and publish each half year, in at least two of the most widely circulating newspapers within the county, a full report of all their proceedings, together with a regular and accurate account of all receipts and disbursements, and of the proceeds of labour performed in each department.

SECT. 10.—The most free and open communication shall at all times exist between parents or guardians and their children, provided it be such as not to disturb the peace and order of the establishment.

SECT. 11.—Children under ten years of age shall not be required to perform manual or domestic labour, unless it be done voluntarily, and of their own accord. Children between the ages of ten and twelve years shall not be required to labour for a longer period than two hours each day—between twelve and fifteen, not more than four hours—between fifteen and eighteen not exceeding six hours, and the males between eighteen and twenty-one years, not exceeding eight hours per day. In all cases, the occupation and time of labour shall be varied, according to the health, strength, genius, taste, and capacity of the pupils under the superintendence of the Directors.

SECT. 12. All the pupils shall be maintained as well as educated by the institution; and no distinction as respects cost or quality shall be allowed in their food, clothing, or accommodations.

SECT. 13.—An account shall be opened for each pupil from

the time of entrance, in which every week a regular charge shall be made of the weekly expenses, and credit given for the amount (if any) of labour performed; *provided*, that no charge shall be entered against any pupil whilst sick, and that such sick pupil shall be supported and provided for during sickness, at the expense of the institution.

SECT. 14.—Should a pupil be withdrawn previous to becoming of age, all charges against the same, should there be any, not balanced by a credit account, shall be paid by the parents or guardians; *provided*, that when a pupil is sick they shall be privileged, at their own option and expense, to take the same under their private and especial care during such sickness.

SECT. 15.—On application of any pupil arrived at sixteen years of age, to be instructed in a branch of business not taught in the Institution, the Directors shall be authorised to procure his or her instruction in such business; *provided* it be done with the consent of the parents or guardians.

SECT. 16.—The Institution shall not procure from the markets of general society, any articles which it may be able to produce in sufficient quantities from its own land or labour.

SECT. 17.—Should the labour of the Institution at any time yield a surplus revenue over and above its expenditure, the same shall be appropriated towards its extension and improvement.

SECT. 18.—When any county shall by the votes of a majority of its taxable inhabitants, require the establishment of a High School or Schools, as herein provided, it shall be the duty of the Assessors of said county to levy a special tax of at least \$—— to be collected into the county treasury. The county commissioners of such county shall then draw upon the State Treasury to an equal amount, which shall also be deposited in the County Treasury, and, together with the said special tax, be subject to the order of the persons elected as Directors of the High School, to be appropriated to the purposes herein stated. The said schools shall be supported by an annual joint appropriation from the State Treasury, and the Treasury of the county in which each is located until the proceeds of its industry shall be equivalent to its support.

---

The following document was, by a resolution, appended to the "Bills for the Establishment of Public Schools, &c."

In order that a system of Public Education may effectually promote the object for which it is established, it is highly necessary that the Schools should be kept open as great a portion of each year as possible, and that the plan of instruction

should go far beyond a mere elementary system of tuition.— To obtain these two very important objects, an amount of funds considerably greater than has been contemplated in the Bill, for establishing a general system of elementary Schools, will be indispensable. It is not however difficult to discover a source of revenue, which, in this case, may be fairly and justly brought to bear efficiently upon the subject before us. —If a plan of general instruction possess any importance at all, in the eyes of the people, they will not, they *cannot* hesitate to make a small sacrifice for the promotion of such a purpose, if necessary. But we ask not for any thing that deserves the name of sacrifice; all that we require is, merely, that the intemperate man shall pay a few cents more for a sensual gratification. There cannot be a more proper subject of revenue than a pernicious luxury; and when the paramount object is considered, for which such an impost is now sought to be levied, no man who is a friend to the diffusion of knowledge, and to a consequent security for the perpetuity of our free institutions, can consistently withhold from it his best and most cordial support.

We disclaim all idea of dictation as to the best mode of accomplishing the object under consideration; but we would respectfully suggest the propriety of causing all “Dealers in Ardent Spirits,” to take out a separate and distinct license, to be called a “A School Licence,” for which a charge shall be made of                      dollars a year. By this means, a most destructive poison may be converted into a healthful aliment for the mind, and a great evil produce a greater good. It is also possible that such a law would, in some humble measure, meet the view of our worthy chief magistrate, on the subject of “Intemperance,” as expressed in his late message to the Legislature. We therefore cherish the fond hope, that the subject of this article will obtain from all those to whom it is respectfully addressed, that attention and support to which it is justly entitled.

The following resolutions and memorial were also adopted by the meeting.

*Resolved*, That knowledge is favourable to the moral and political condition of man, and to the well being of Society.

*Resolved*, That the time has arrived when it is become the paramount duty of every friend to the happiness and freedom of man, to exert himself in every honest way to promote a system of education that shall equally embrace all the children of the state of every rank and condition.

*Resolved*, That we hereby pledge ourselves to each other and all the other citizens of the State, that we will never cease to make common cause for the promotion of a system of

public education, until all the sources of general instruction are opened to every child within this commonwealth.

*Resolved*, That the Legislature be memorialised to enact a law for the establishment of public schools throughout this state, by which the object of the forgoing resolutions shall be effectually secured.

*Resolved*, That a committee of correspondence be appointed, whose duty shall be to promote and uphold the cause of general education, by corresponding with such persons and bodies of men as are friendly to the cause of universal instruction.

*Resolved*, That the said committee shall confer together once every week during the sitting of the Legislature, and that the result of such conference, or so much of it as may be desirable, shall be laid before the public whenever a majority shall think necessary.

The following gentlemen compose the committee:—

Jesse Torrey, Jr., Ralph Smith, R. P. Risdon, George Erety, John Ashton, Jr., Jacob B. Coats, Dr. John M. Keagy, William Heighton, F. Plummer, Rev. M. M. Carll, Joseph R. Chandler, Joseph A. McClintock, Thomas Taylor, James Glasgow, Dr. W. H. Gillingham, and Wm. Marriott.

*Resolved*, That a committee of ten be appointed, to collect funds, and procure the publication in pamphlet form, of the joint committee.

The following gentlemen compose said committee:—

Thomas Taylor, John Mitchell, John Ashton, Jr., James Glasgow, George Goodman, J. Torrey, Jr., G. Erety, M. Andress, Wm. Heighton, and F. Plummer.

*Resolved*, That the thanks of this meeting be presented to the Joint Committee of Working Men, for the faithful performance of the duties confided to them.

*Resolved*, That a copy of the proceedings of this Meeting, signed by the Chairman and Secretaries, be transmitted to the Speaker of each branch of the Legislature.

### MEMORIAL.

To the Honorable the Senate and House of Representatives of the State of Pennsylvania, in General Assembly met.

The Memorial of the Citizens of the City and County of Philadelphia, in public meeting assembled, Respectfully Sheweth,

That you Memorialists are deeply impressed with the conviction, that a system of public education, as contemplated in our excellent Constitution, is indispensable to the moral improvement and to the political prosperity of the Citizens of this State. You Memorialists are also as well convinced



that the want of general instruction is very extensively felt and acknowledged; and that, therefore, the present period is highly favorable for the establishment of Public Schools throughout the State.

You Memorialists, therefore, respectfully request that your Honorable Bodies will enact a Law for the establishment and support of Public Schools, agreeably to the principles and provisions of the two Bills which accompany this Memorial; the one for the formation of primary Schools, and the other for combining agricultural and mechanical with literary and scientific instruction.

M. M. CARLL, *Chairman.*

WM. HEIGHTON, }  
JN. THOMPSON, } *Secretaries.*

*Philadelphia. March 1, 1830.*

*To the Rev. M. M. Carll.*

SIR,—We are authorized by the Publishing Committee of Education, to request a copy of the interesting Address delivered by you at the Franklin Institute, on the 26th inst. for publication.

Believing that the general diffusion and perusal of your lucid arguments in favour of universal and free Education, cannot fail to produce a general conviction of its positive and immediate necessity; not only as the basis of domestic and social virtue and happiness, but as a legitimate object of civil policy, we take pleasure in performing the duty assigned to us, and hope you will not hesitate to grant our request.

Accept the assurance of our esteem and friendship.

JAMES GLASGOW,  
JESSE TORREY, JR.  
THOMAS TAYLOR.

*To Mr. James Glasgow, Jesse Torrey, Jr. and Thomas Taylor.*

GENTLEMEN,—Your note containing a request from the "Publishing Committee," relative to the Address delivered at the Franklin Institute, on the subject of education, has been received.

In complying with this request, permit me to add, that I fear you have greatly overrated the performance, and at the same time to express a hope that it may stimulate others better qualified, to make similar attempts, in promoting the great and excellent cause in which we are engaged.

I remain yours respectfully,

M. M. CARLL.

March 5, 1830,

## ADDRESS ON EDUCATION,

Delivered at the Franklin Institute, on the 26th Feb. by request of a Public Meeting for Promoting general and free Education, held at the District Court Room, on the 11th of Feb. 1830.—By the Rev. M. M. CABLE.

It must be matter of high gratification to the patriot and philanthropist, to see that the important subject of Education is beginning to attract public attention. To see that we are about to be aroused from our slumbers, to manifest signs of life and wakefulness, and to put forth our energies in effecting the moral and intellectual improvement of our children and of our species. I rejoice that this subject has been taken up by the people, the yeomanry of our country: this is the point where it ought to commence; the centre of motion should be here; since it is here the pressure lies, it is here the want is chiefly felt. But there are other reasons for gratulation and joy. What is the fact which presents itself to our notice? We see that class of our fellow citizens, who form the very muscle and sinew of society, lifting up their voice and uttering a most distinct expression. We see them calling public meetings and inviting the citizens to co-operate with them. And what is the object? To scatter the seeds of discontent and disunion! To destroy existing institutions, or trample on civil authority! To abolish all distinctions and introduce a levelling system, that phantom, that chimera by which millions of our race have been deluded? nothing like it! They urge the subject of education! they urge that the door may be opened and a way prepared, and a system established, by which every child in the commonwealth may have an opportunity of improving that by which he alone is distinguished from the inferior animals, his mind? his rational nature; the affections of his heart!

And does not this promise well for our country? Let the people strike on this chord and it will discourse most excellent music. It is here our true safety lies; while this spirit pervades our land, we have nothing to fear; make the people enlightened and intelligent, and you will have little to dread from corruption or the designs of artful and aspiring men. Keep the people in ignorance and we have every thing to fear; they will become the degraded and servile tools of unprincipled ambition.

methinks I see in this expression of public sentiment, a portion of that manly, noble spirit of independence which fired the hearts of our excellent sires, and nerved their arm in the great contest in which they achieved our liberty. I see that discriminate and quick discernment as to what constitutes the true interests of our country; let the object be pursued with the same undeviating aim, the same noble integrity and manly fortitude, and success will crown our efforts.

Let us inquire what is the *object* which we have in view? And whether the *means* proposed are adequate to the end.

The object is to establish a general system of education throughout the state; a system of such wide and liberal dimensions that every

child in the Commonwealth may have the opportunity of instruction afforded.

This is unquestionably a noble object, and in proportion to its greatness will be the wisdom and experience necessary, in devising and selecting the best means for carrying it into execution. Many previous measures, carefully digested, considered with much attention, and proposed with much caution, will be requisite in an undertaking of such magnitude as the one under consideration. It is of vital importance that we should *begin* the work well, and have a special care that the foundation be laid broad and deep and secure; so that every succeeding improvement will be still adding to the symmetry and beauty of the superstructure. But if you do not *begin* the work in a proper manner, you will be obliged to retrace your steps, to commence the structure anew, and thus your previous labour and expense will be thrown away.

In addition to this there are few I believe, who are so sanguine as to expect that all we desire can be accomplished at once; or who look for more from the present movements, than the commencement of a work, which time and labour only can mature.

Pennsylvania is behind many of her sister states as it regards a general system of instruction, or efficient legislative enactments on the subject of education; and while the lights of science and intelligence are beginning to shine around our borders, she presents a dark spot in the picture. Some may consider this a discouraging circumstance, and from the tardiness hitherto manifested, may infer that she will in all probability remain in this Egyptian darkness! I think far otherwise; for we shall derive an immense benefit from circumstances apparently the most disheartening: the very fact that we are the last to begin, may secure to us the advantage of beginning aright, by avoiding the errors of our predecessors. We may avail ourselves of all that is excellent in existing systems, and shun that which experience has condemned. Thus instead of presenting a moral shade upon the map of our country, we may become a blessing in the midst of the land. This then is the object proposed; are the means adequate?

Every plan in order to be carried into successful execution, must accommodate itself to the existing state of things; by attempting too much we defeat the end in view, and by attempting too little, we effect nothing. What are the facts which present themselves to our notice on this occasion? Let us take a very brief and general view of the state of Pennsylvania. This Commonwealth is divided into about fifty-two counties; these again are subdivided into townships, containing cities, towns and villages. In some there are besides thickly settled neighbourhoods, whilst in other parts the population is sparse and scattered. The pursuits of agriculture at present occupy the mass of our population, whilst our mineral treasures now in a course of rapid development, and other facilities seem daily to point out another most important branch of industry for her sons; I mean manufactures in all their diversified branches. Commerce too, so long as the water shall continue to ebb and flow in our rivers, or to fill our canals, must be employed to waft our valuable and useful products, whether extracted from the bowels of the earth, or fabricated by human industry to other states and other countries.

A numerous class of our citizens speak the German language, a class proverbial for frugality and untiring industry; the descendants of a

nation which stands among the foremost in the civilized world for intellectual and scientific attainments; a nation that can rank among her sons, exalted names in religion, in science and literature. If the German population of Pennsylvania would imitate their fathers, and bestow a portion of that patience and perseverance on mental cultivation which they lavish on the improvement of their physical condition, they would open to themselves a new and more enduring source of happiness; and would assume that rank in the scale of intellect to which they are so justly entitled by their national character and genius.

What is it that constitutes man's true dignity and glory? Not his outward form! This is indeed of wondrous structure and proclaims aloud the power and wisdom of the Divine Architect! This little frame contains a world in one complex, all material things and their qualities exist in relation to it and concentrate there; in short he is a world in miniature! His senses are adapted to receive and perceive the qualities of things in all their diversified modes and manifestations. His eye takes cognizance of forms, of magnitude, of distance and of color; his ear of sounds in all their modes, whether sweet or discordant: and whatever of flavour, of odour, of roughness or smoothness, heat or cold, comes under the scrutiny of his remaining senses!

But this, wonderful as it is, does not constitute his dignity and glory; these are the mere outworks, the instruments by which the mind acts and puts forth its energies. His bodily powers and lower propensities, he possesses in common with the inferior animals, and when indulged and left unrestrained by his higher principles, degrade him below the beasts that perish.

These animal faculties therefore do not constitute the man! It is his intellect, his reason, his understanding, the good affections of his heart, which together form the mind! Here reside those higher sentiments of love, benevolence, and adoration, which it was the will and design of our Creator, should control and direct the lower propensities.

It is the design of instruction to awaken these dormant faculties, these noble powers, and to point out to us better ends and better objects of pursuit than those which appertain to our physical constitution.

The desire of accumulating wealth, now the almost universal object of pursuit, which desire originates in mistaken notions of our superior faculties, and of the nature of happiness, presents a formidable obstacle to the general diffusion of knowledge. Man is naturally fond of power and influence; and whether in a state of nature, or in the artificial condition of civilized society, we see traces of this principle. He sets out in life under the impression that wealth is the readiest way of attaining his object; and stimulated by the dread of poverty on the one hand and the love of money on the other, all else becomes a matter of secondary concern—It is the all-absorbing object, and he has little desire or concern for aught else. But neither do the indulgence of our animal propensities nor the possession of wealth, constitute the true interest or glory of man.

"Ill fares the land, to hastening ills a prey,  
Where wealth accumulates and *Men* decay."

It is neither his bodily form nor physical strength, nor wealth, nor rank, that constitutes the true dignity of man; these do indeed create

distinctions in society, but they are distinctions altogether of an artificial character, and not founded in truth or nature. Goodness of heart directed by [an enlightened understanding, will, and unquestionably ought to form the true distinction in every virtuous and uncorrupted community. The following reflections extracted from Lacon, written by Mr. Colton, are in point, and confirm the sentiment just advanced.

"The inequalities of life," says he, "are real things; they can neither be explained away nor done away."

"A leveller, therefore, has long ago been set down as a ridiculous and chimerical being, who if he could finish his work to day, would have to begin it again to-morrow. The things that constitute these real inequalities, are *four*, strength, talent, riches and rank. The two former would constitute inequalities in the rudest state of nature; the two last more properly belong to a state of society more or less civilized and refined. Perhaps the whole four are all ultimately resolvable into power; but in the just appreciation of this power, men are too apt to be deceived. Nothing for instance, is more common than to see rank or riches preferred to talent, and yet nothing is more absurd. That talent is of a much higher order of power than riches, might be proved in various ways; being so much more indeprivable and indestructible; so much more above all accident of change, and all confusion of chance. But the peculiar superiority of talent over riches, may be best discovered from hence.—That the influence of talent will always be greatest in that government which is the most pure; while the influence of riches will always be the greatest in that government which is most corrupt. So that from the preponderance of talent, we may always infer the soundness and vigour of a Commonwealth; but from the preponderance of riches, its dotage and degeneration. That talent confers an inequality of a much higher order than rank, would appear from various views of the subject, and more particularly from this—many a man may justly thank his talent for his rank, but no man has ever yet been able to return the compliment, by thanking his rank for his talent. When Leonardo da Vinci, died, his sovereign exclaimed, "I can make a thousand lords, but not one Leonardo." Cicero observed to a degenerate patrician, "*I am the first of my family, but you are the last of yours.*" And since his time those who value themselves on their ancestry, have been compared to potatoes, *all that is good of them is under ground*; perhaps it is but fair that nobility should have descended to them, since they never could have raised themselves to it."

In the State of Pennsylvania, then, we have a population among which the pursuits of agriculture predominate; and which possesses one feature in which we differ from most, if not all of our sister States; viz: that a large and respectable class speak the German language.

Now will the plan proposed, of dividing the State into districts, and sub-districts, and introducing into each, common schools and high schools, effect the end desired and fully meet all the difficulties of the case? It appears to be defective in one single provision, inasmuch as it will exclude many from the benefits of instruction, whereas our wish is that all should participate. We know that there must be many both among the farmers and manufacturers, whose means are very limited, and that the children of such when they arrive at the age of eight or nine years become so useful that their services are required in procuring their own support and assisting in that of the family. The conse-

quence is, their education is neglected, and they are deprived of all scholastic instruction. Thus there are thousands now in the State, who cannot read, chiefly from this cause. The first eight or nine years neglected, the opportunity is lost forever.

We appear to want something in addition to the plan proposed, that shall obviate this difficulty, and which shall embrace this class who are the most destitute of all, and the most neglected in every country.

I shall therefore, previous to closing these remarks, propose a plan for your consideration, which will in a great measure, though not perhaps entirely meet the difficulty in question: It is a system of infant instruction. Statesmen have strangely overlooked the subject of early culture as it stands connected with political economy. If it is the obvious interest of every family, to have their children instructed, and to train them up in the way they should go, it is no less the interest or true policy of the State, to take its sons and daughters under its fostering care, and provide the means necessary for the proper development of their intellectual and moral nature. Every child is, and ought to be regarded as a component part of the State, liable to punishment if found violating the laws, but entitled at the same time to instruction and protection. There seems to be an inconsistency and even a sort of injustice in visiting the offender with punishment, without first placing him in a condition to distinguish fairly between right and wrong. We make ample provision for *correction*, but little for *prevention*; like an angry and cruel mother who suffers her children to grow up in neglect, and then punishes them for doing wrong. As mercy is a more endearing attribute than justice, so *prevention* is better than punishment. But the policy of governments hitherto appears to have been to provide millions for punishment, not a dollar for prevention;—a very narrow and unwise policy, and well calculated to enhance the expenses of the government and increase taxation. It is wretched economy to spend our money for the erection of prisons instead of school-houses. The interest of the sum that has been expended on the new prison, in the neighbourhood of our city, would afford ample means for the constant instruction of from eight to ten thousand children, on the infant school plan. What a nursery of intelligence, virtue, and usefulness, would thus be provided,—what blessings and ornaments to society!

I would not be understood as calling in question the wisdom or philanthropy of those who recommended and adopted these measures; it is requisite in the present state of society, that prisons should be built to restrain the vicious and protect the virtuous; but I do assert without hesitation that something more should be done to remove the causes that lead to this state of things. We employ much labour and expense in lopping off the *branches* whilst the *root* remains untouched; thus the tree continues to flourish, perhaps the better for the pruning, and to yield a new crop of mischief every year!

Our neglected children that are suffered to run wild, exposed to the blighting influence of corrupt associations, and to acquire the vagrant habits attendant upon idleness, form those nurseries which supply their annual crop, (with the same certainty that the leaves of the forest put forth,) to prey upon the community, and by a sort of retributive justice repay society for the neglect which they have received. There is neither wisdom nor policy, nor economy, in this course, and whilst

it continues we can have no reason to expect a remarkable alteration for the better.

It is asserted that every three convicts which England sends to Botany-Bay, costs her a sum sufficient to support an infant school of three hundred children for one year!

Something has already been said in this address, on the importance of *beginning* aright in this matter; and the observation was made with a view to infant instruction. It is my settled conviction that no plan you can adopt will be intrinsically valuable or efficient in its operation, until you *begin* here. You have petitioned the Legislature on the all-important subject of education; you have drawn up with much labour, care and ability, a plan not only for the establishment of these schools, but you have also suggested the means of raising the funds for their support, in a way that must meet the approbation of every reflecting man in the State, inasmuch as it will place every citizen upon an equal footing, without compromising either his self-respect or that invaluable feeling of independence, which is the proper and legitimate right of an American citizen.

I say without compromising his self-respect and that sentiment of independence which ought to be cherished by all; for I hold that charity schools, though founded and supported by the best feelings which man can boast, are not in accordance with the spirit of our constitution, the nature of the government under which we live, nor the true dignity of man.

This you have done in the measures already taken; thus far it is well done; but your work is not finished; nay, if your plan were to go into operation to-morrow—if the doors of your school-houses were then to be thrown open and the children about to enter, the most important part of the work would still remain to be performed. *I mean a proper system of instruction.* Permit me to say, that society is yet in its infancy as it regards the subject of Education. And in this bold assertion, I do but respond the sentiments of those whom experience has best qualified to form a correct judgment. What is Education? Does it consist in learning to read and write, and in some knowledge of figures? Is it to learn one or more branches of science, which a man may find useful in promoting his temporal views; or as it is commonly expressed, by which he may make his way in the world? Does it not mean to form the mind? to lead it from what is low and debased, to what is noble? to raise and elevate that which is fallen down? to show that we have a treasure within, richer than the mines of Potosi, more precious than the diamonds of Golconda? Is it not "to produce the soul, to shew the virtues in their fairest light, and make humanity the minister of bounteous providence?"

Any thing deserving the name of a system of Education, must be based upon a knowledge of the philosophy of the mind; its constituent faculties must be understood, their arrangement, their subordination, and the proper *order* of their development. When this is known, we can then adapt our instructions to these faculties, and an appropriate scholastic discipline be brought to bear upon each faculty in its proper place and order. To form such a system ought to be your next object; all that is known on the subject of mental philosophy, should be carefully consulted; that which has received the sanction of experience preserved; all that is fanciful rejected; and let there be a congruity

between the instruction to be received and that which is to become the recipient.

It is lamentable to see the very limited attention which has been paid to the subject of mental philosophy, even by those to whom the knowledge is most necessary and the nature of whose profession renders it a solemn duty. How few instructors are there, whose investigations and researches take this direction, and who make themselves acquainted with those faculties to which their instructions are to be applied?

What would be thought of an anatomist, who should attempt to instruct a class and to explain to them the arcana of the science, when at the same time he was himself ignorant of the constituent parts of the human body. And yet the one is not a whit more absurd than the other! Were this matter better understood, we should not see so many of those cards, which remind one of a bill of fare, containing from twelve to twenty different branches, obtruded annually upon the public; and which are calculated to make the judicious grieve or excite his compassion, it is difficult to say whether most for the master or the pupil on whom they are to be inflicted.

I know not of a greater benefit a wealthy individual could confer upon the community, than that of laying the foundation of an establishment for the express and undivided purpose of teaching the philosophy of the mind, as connected with education; that what is already known of this science; but which knowledge is confined to a few, may be more generally known; and that those especially who are called to direct the minds of youth should at least become acquainted with the materials upon which they have to operate as well as the instruments with which their operations are to be performed.

The course heretofore pursued in a few words is this; a young man passes through a certain routine of instruction, acquires some knowledge of the dead languages, perhaps to the neglect of his own, and a few of the sciences; thus qualified if no other employment offer, he commences a school; generally, not as a matter of choice, but of necessity; the science, which of all others is the most important he is nearly as ignorant of as the pupil the formation of whose mind, and future character are in a great measure at his disposal. This is a statement in no wise exaggerated; nay, I think many of you will be ready to acknowledge that in thousands of instances it falls far short of the truth; for it is well known that there are many teachers who do not possess even the slender qualifications above enumerated, and whose example in the important articles of morals and of gentlemanly deportment falls far short of that which a parent ought to be desirous of having presented as a pattern for his child to imitate.

The plan which I would respectfully present to you on this occasion; which alone is wanting to complete the excellent one already presented by you to our legislature is the infant school system. I am aware, that the report of the committee does embrace children of a tender age; but in a general and indefinite manner. Permit me then before closing this address, to state a few reasons, why I think we ought to make this the point of departure.

It will embrace a very numerous class of children, those whose parents are engaged in the pursuits of agriculture, and who claim their services at an early age. In the infant school these children can be



received, before they attain to an age to render any essential service to their parents. This argument gains additional strength, when we look at the probable future destinies of our state and country; should manufactures increase, this class of children as yet, chiefly found in the agricultural districts, will also increase, and the necessity for this species of instruction be greatly enhanced.

But there is another class perhaps still more numerous than the former, found chiefly in the cities, towns, and populous districts; I mean the children of poor and in too many cases of profligate parents—These are brought up in ignorance and idleness, continually exposed to the worst example both in the streets and at home, who have hitherto been treated as outcasts of society, but whose helpless and forlorn condition claim our sympathy and entitle them to peculiar attention, inasmuch as their sufferings and privations are not the result of their own misconduct, but of those, who by every law, both divine and human, ought to be their guardians and protectors. It is this class from whence those evils and mischiefs which infest society, chiefly originate.

In the infant school, these children can also be received; here, by affectionate treatment, instruction, and example, such impressions may be made upon their tender hearts; such a direction given to their minds, and such habits formed, as will in most cases remain with them through life, and influence all their future conduct.

In every community there are nurseries from whence are drawn those materials which fill our almshouses and our prisons. Let any man trace the evils which exist in our land to their true source—let him inquire the cause of idleness, intemperance, disease, pauperism, and crime, and he will find, that neglect during the tender period of infancy and childhood, will come in for a very large share. The step from ignorance and idleness to intemperance and pauperism, is short; from this to crime and disease is still shorter.

If the class of which we are now speaking, stood neutral in society and only brought down ruin upon themselves, we should only be called upon to commiserate their unhappy lot as individuals; but they entail misery upon their offspring; the helpless and innocent are made to suffer; they hang as a dead weight upon society; the temperate, industrious and frugal are obliged to bear the burden imposed upon them by the idle and profligate.

Were a different policy pursued and each individual considered as a constituent member of the State, and entitled to all the benefits of instruction, what a change would be wrought upon the moral face of the community! what a disgusting feature would be removed! how many minds rescued from mental darkness! how many gems now suffered to lie buried under the rubbish of ignorance and vice, would, instead of enervating the State, and pressing like an incubus on the bosom of society, contribute to its strength and stability?

Did I stand in need of other arguments to convince you of the importance of these infant institutions, I might direct your attention to the indelible nature of early impressions; the power of example upon the infant mind, and the early formation of character. With regard to the last, it may be said with truth, that it commences at a very early period, and that the human mind is susceptible of the seeds of truth or error, of virtue or vice, at the very dawn of existence! It becomes then a

matter of infinite importance as it regards individual welfare and social happiness, to transplant these tender shoots from the hot bed of vice and corruption, to a more friendly and genial soil, where they may receive that culture, that tender and compassionate care, which will ensure an abundant crop of future virtue and usefulness.

I will mention one more reason arising out of the connexion of these infant schools, with schools of a higher grade, viz: the light which their introduction has already shed upon mental science, and the revolution they are destined to effect in our systems of Education.

These infant schools have already effected an important change in the method of imparting instruction to children. They are destined to supersede the old system entirely, and to introduce one more in accordance with the philosophy of the mind. Without entering into any tedious disquisition, it may not be out of place to observe, that there are in general two faculties, under which, all the particular faculties which constitute the nature of man, are arranged; viz: his *will* and his *understanding*. To the former, belong all his affections, appetites and feelings; to the latter all his ideas, thoughts, reflections and reasonings. The former comes into immediate exercise; the latter is much slower in arriving at maturity.

It is the former, therefore, namely the will, with its affections and appetites, that first claims our attention, and solicits the kind hand of an assiduous care, to guide in difficulty, to sooth in grief, and to restrain in passion. This faculty requires the more attention, from the circumstance of its being the governing and ruling faculty; that which in truth constitutes the man; excites the thoughts; and to which the understanding and reason are entirely subordinate. It is here that those good affections and feelings are stored up during the period of innocence, infancy, and childhood, which prompt to neighbourly love and kindness; which stamp the future character and form the future man.

But how is this branch of Education neglected both in families and in schools? Our children are treated as though they had nothing but heads to cultivate; the best and principal part of the man, the heart, is almost wholly neglected. This is the true reason, why the business of Education, has become such a formidable task; a task so irksome both to the teacher and the pupil, instead of being, as it surely ought to be, one of the most delightful occupations on earth! a scene where love, hope, and patience ought ever to reign with mild and beneficent sway.

We do not commence at the proper place with our instructions; the great book of nature with its broad and expansive page, stands wide open, as if to solicit attention as soon as we open our eyes; our other senses, too, stand open to convey their appropriate impressions to the brain. But we set this book aside; we close it and open another made up of artificial characters and arbitrary signs. The poor infant is put to his a, b, c, as soon as he can lisp, and from thence, winds his weary, toilsome way through all the mazes of syllabication, until the task of reading is accomplished.

Letters is one of the noblest inventions of man, and an indispensable medium in the acquisition of knowledge; but there is a better and a readier way of accomplishing the end, a way that would substitute pleasure for irksomeness, and smiles for tears. Artificial language should not be permitted first to engage the attention of a child; it is at

least four removes from the point of beginning. Thus the objects of nature are the first that address themselves to the senses—the ideas or impressions made by those objects, the second—the names affixed to each object, is the third, and the arbitrary sign which represents the object, is the fourth. Now it is absurd to begin in the fourth place instead of the first, and here lies the difficulty. Afford children an opportunity of becoming acquainted with the objects, themselves, their more obvious qualities and uses; let them acquire a habit of observation and reflection, and all that remains, will become comparatively easy; you will then no longer see them like parrots, repeating words, the signification of which, they do not comprehend, and which convey no specific idea to their minds; let them become familiar with the thing, and they will soon master the name.

The natural curiosity, which is always strong in children, especially when it is encouraged, fits them admirably for observation and inquiry,—collections and little museums of natural objects, should form part of the apparatus of schools, to lead on the mind, and to form the habit of observation, and when this habit is once formed, the heavens and the earth are full of objects, calculated to excite admiration and impart instruction. The great Locke, tells us, that man acquires his ideas through the medium of his senses: if so, then sensation, observation, and reflection, must form the ground work of all future development and acquisition.

The mind may be compared to a magnificent structure or tabernacle of three compartments: the portals are the senses; in the outer court reside the imagination, and the memory; in the middle compartment are the understanding and judgment; in the sanctum sanctorum, is an altar dedicated to reason and religion; the memory, the understanding, and all the intellectual powers, are the vestal virgins that minister here and supply it with a perpetual fire, a fire of a brighter and a purer flame, because kindled by love and holy affection, flowing from a renovated and grateful heart.

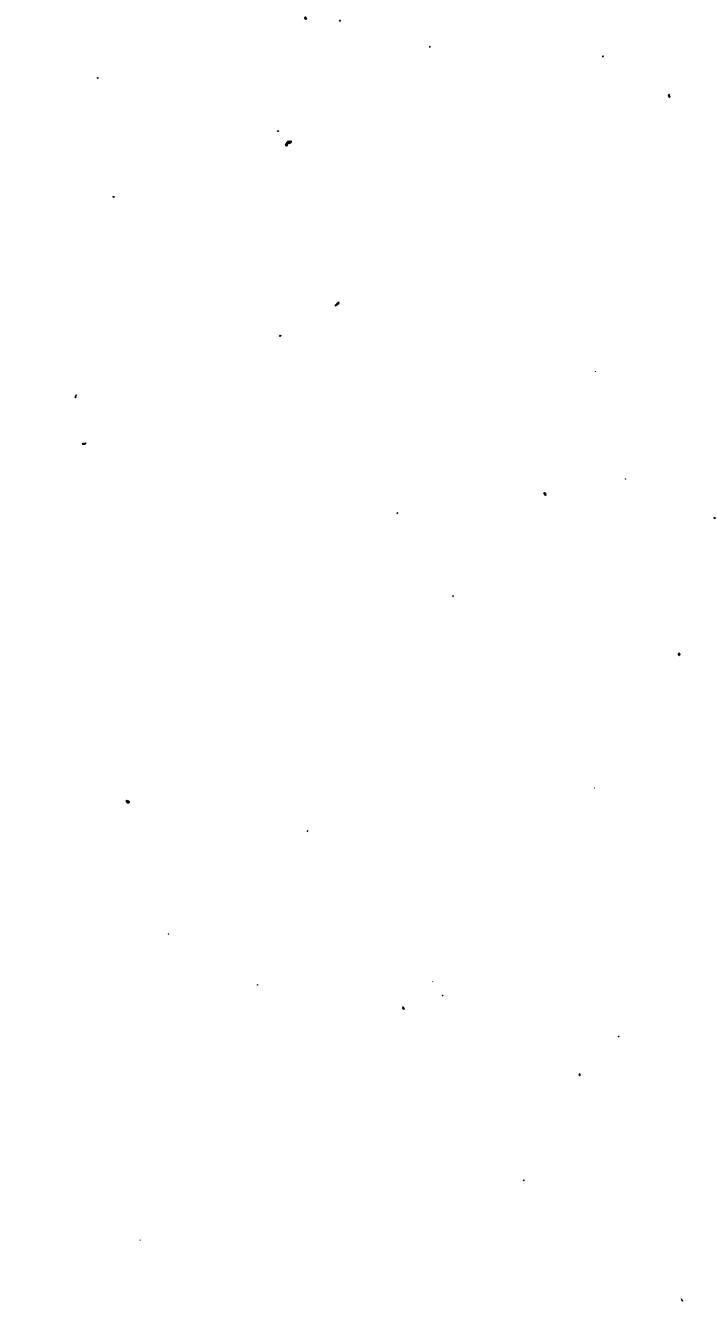
---

NOTE.—In reading the proof sheets of Mr. Carll's Address, and the first of the preceding bills, the editor discovers a discrepancy respecting the provision contained in the bill for the establishment of Infant Schools. It seems probable that, as Mr. Carll had not read the bills himself, he was not aware of that provision in the first section of the ninth chapter of that bill, p. 15, or he would not have said, in the last paragraph of page 26 of the Address, that "the plan appeared to be defective in one single provision (alluding to infant schools) and would exclude many from the benefits of instruction." The bills are specifically calculated to provide for the education of every child and youth from two to twenty-one years of age.









1

